



St Luke's PRIMARY SCHOOL



Policy and Procedures for Safe Practice in Physical Education and School Sport (PESS)

2025

Introduction

It is imperative that at St Luke's Primary School we ensure that our children are safe in their school's Physical Education and Sport in their environment and learning. This policy statement and guidelines for physical education and school sport:

- Establishes common codes of practice for staff and pupils in St Luke's Primary School;
- Provides for physical education and school sport within a well-managed, safe and educational context;
- Offers good practice guidance on the organisation and delivery of PESS;
- Provides for common administrative procedures;
- Ensures that statutory and any local requirements are followed and other "best practice" guidelines such as UK codes of practice are considered.
- Enabling pupils to participate in physical education and school sport that provides appropriate challenge, balanced against acceptable, well managed risk;
- Educating pupils about safe practice in order for them to participate independently in physical activity later in life;
- Fulfilling the requirements of the national curriculum for physical education;
- Good management in the organisation of sports fixtures, sports festivals and sports enabling all staff and other providers of PESS in St Luke's Primary School to operate common safety standards;
- Developing good teaching and good leadership and management within PESS;
- Provides for physical education and school sport within a well- managed, safe and educational context;
- Offers good practice guidance on the organisation and delivery of PESS;
- Provides for common administrative procedures;

It will contribute towards:

- Enabling pupils to participate in physical education and school sport that provides appropriate challenge, balanced against acceptable , well- managed risk;
- Educating pupils about safe practice in order for them to participate independently in physical activity later in life;
- Fulfilling the requirements of the national curriculum for physical education;
- Good management in the organisation of sports fixtures, sports festivals and sports enabling all staff and other providers of PESS in St Luke's Primary School to operate common safety standards;
- Developing good teaching and good leadership and management within PESS.

It will help ensure:

- An environment which is safe for the activity;
- Appropriately supervised activities;
- The use of regular and approved practice;
- Pupils progress through appropriate stages of learning and challenge;
- Forethought and sound preparation in planning, delivering and managing PESS.

Roles and Responsibilities in Health and Safety

The Headteacher and staff have a common law duty of care for pupils, colleagues and other visitors to the school. We all act with reasonable care to ensure the safety of pupils, ourselves, colleagues and visitors. For pupils, this duty applies regardless of time or place so long as they have been properly involved and invited to take part in an activity in pursuit of education- whether in or out of lesson time, on or off- site or within or outside term times.

Appropriate and adequate health and safety provision for the staff, pupils and other visitors has been put in place:

- A written physical education policy;
- Safe working conditions;
- Information and training;
- Indoor and outdoor risk assessments;
- Suitable and sufficient resources.

All teachers and support staff (including other school staff, visiting coaches and any other adult supporting learning will:

- Take reasonable care of their own, pupils' and others' health and safety;
- Carry out their work in accordance with training and instruction;
- Carry out delegated health and safety tasks;
- Follow school procedure in reporting any serious risks and failures in safety arrangements;
- Seek to prevent further injury occurring from any reported safety issue;
- Not misuse health and safety equipment;
- Participate in relevant safety training.

Staff should be aware of the risks associated with personal participation while teaching or coaching physical activities, particularly those involving physical contact or in the way of hard missiles (e.g. cricket/ rounders' balls.) Staff participation is to be restricted to practical demonstrations in a controlled, essentially static setting or to bring increased fluency into a game situation. Staff must not play a full part as a participant in a game with pupils due to the differences in strength, weight and experience. It is good practice to take a limited role in a game periodically to set up situations that enable the students to learn from that participation. This would exclude adult involvement in activities such as tackling (other than static demonstrations), shooting with power and bowling or pitching with pace.

Schools seek to maximise all pupils' participation in physical education and school sport. Staff and support staff working with SEN pupils are informed of the nature of the pupils learning difficulty, disability or emotional or behaviour disorder, made aware of any constraints on physical activity as a result of the disability or regime of medication; are able to provide the emergency treatment necessary of the physical activity exacerbates the disability.

Accidents / Incidents

Knowing and understanding the school's procedures for action in an emergency; staff will not have time to read them at the time. Common sense management would take precedence over strict application of the procedures if these were deemed to be inappropriate to the particular circumstances;

Focus at all times on human safety;

Keep calm — reassure the casualties; this is likely to be the most effective way of retaining class control;

Assess the situation — make any danger safe/do not move any casualty unless in immediate danger;
Ensure rest of the group is safe — stop all activity, carry out regular head counts (this means knowing how many there are in the group from the beginning!);

Manage the safe evacuation of the pupils from the premises to an agreed assembly point (if relevant to the situation);

Send for help using the red "Help!" cards (if in the playground these cards should have been taken out by the adult);

Where there is more than 1 casualty they should monitored/ treated/ managed in the following order:

1. Unconscious
2. Severe bleeding
3. Broken bones
4. Other injuries
5. Regularly check consciousness of casualty/ies — inform paramedic if consciousness lost (also inform of any relevant medical issues);
6. Do not try to do too much;

7. Get others to help where possible and safe;
8. Ask pupils what happened if the full incident was not seen;
9. When telephoning for assistance in an emergency, give information clearly;
10. Inform parents as soon as convenient with a clear indication of what has happened and what is occurring;
11. Record details as soon as possible after incident;

When children are off site, teacher in charge communicates with school on a regular basis; informs arrival and return.

First Aid

St Luke's Primary School has suitable and sufficient first aid arrangements in place that take into account, and manage effectively, the needs of physical education both on- and offsite. Staff and pupils are entitled to – and provided with – access to first aid provision at all times they are operating within or on any school activity, including away sports fixtures, festivals and tours. This is ensured by first aid boxes being taken and named first aider attends the offsite activity. Staff must be kept informed of who the qualified first aiders are and where they are to be located in the event of being needed.

Employees' Responsibilities:

- In the event of someone being injured, if it is considered serious and that an ambulance is required, you must ring for an ambulance using the procedure laid out below and send a red "Help!" card at the same time.
- Locate the nearest 2 qualified first aiders (from hard copy lists on notice boards and in class rooms). If they are unavailable, select the next nearest first aider accordingly.
- Give the location and symptoms if known to the first aiders.
- Keep the casualty warm, comfortable and above all as still as possible.
- On arrival, the first aiders will take control and issue instructions accordingly.

Ambulance Procedure:

- Dial 9(999) ask for ambulance service, give brief details of type of casualty and ask for the ambulance to attend main entrance.
- Ensure reception/office staff are aware advising them that an ambulance has been called to an incident in the school. Arrange for someone to meet the ambulance at the main reception and escort the ambulance crew to the location of the incident.

Trips, falls and bumps to the head:

- All injured children to see a First Aider.
- Children to receive First Aid treatment & Cold Compress as required.
- **ALL** children to receive a 'Bump to the Head' letter from the school office for injuries involving the head & face. Slip to be retained by the school Business Manager (Jane Hamon)

- Staff to ring parents/carers to explain the accident/injury.
- Accidents to be recorded in the First Aid Records
- Serious accidents e.g. broken bones, stitches to be recorded on Departmental form (school office). Headteacher **MUST** be informed.
- If in doubt, check injuries with Headteacher or Deputy Headteacher in his absence.
- Parents/Carers to inform school of any medical conditions.
- Parents/Carers to inform school of up-to-date emergency contact details.
- Injured children are not to be left unsupervised.

Medical Information

St Luke's Primary School has an effective system enabling all teaching staff to be fully up to date on all known medical issues relating to pupils they teach. All visiting staff such as coaches or supply staff are informed of relevant medical issues, on a need to know basis, for all pupils they teach. Staff in contact with relevant children has access to inhalers or epi-pens if required and have received training on the use of epi-pens if they are required to administer them.

Personal Equipment and Effects

Jewellery and other personal effects such as spectacles, hearing aids and watches are to be removed by pupils, when engaged in physical education or school sport. Where it is not possible to remove the item (for example where removing spectacles or hearing aid would make the situation less safe than wearing the item) then the adult teaching the class will consider what and how the lesson or that aspect of it can be amended to enable participation with the item being worn. This may involve conditioning the rules of a game, changing the equipment (such as to a soft ball instead of a hard one).

Clothing and Footwear

A full description of the PE kit required can be found on the school website and is displayed in the school handbook. In St Luke's Primary School, dance and gymnastics are taught in either bare feet or pumps because it is the safest where the floor surface is suitable and because this achieves the best grip on floor or apparatus. Children are not allowed to work in socks on floors or apparatus. Activity-specific footwear, such as studded boots, running shoes or trainers are to have laces tied and no activity allowed where such footwear is loose because of laces not being tied. Children with a verruca should keep them covered and wear suitable footwear. Long hair is to be tied back if at shoulder length or longer. Nails should be short and offer no risk to the pupil or other pupils.

'Disclaimer letters' offered by parents/carers have no legal status. No disclaimer is to be accepted in order to allow any pupil to wear an item that staff believes to be unsafe for the particular activity. Staff teaching PE must wear appropriate kit.

Equipment

The equipment and facilities are routinely checked to identify any signs of wear and tear that may cause injury. Any defective items are immediately taken out of use until repaired or replaced. Equipment and equipment maintenance are stated in the PE risk assessments.

All equipment must be stored safely and securely. Storage areas are to be kept tidy and allow safe access for staff.

The PE equipment is kept in appropriate storage located at the front of the school hall. It is the role of the PE coordinator (HS) to ensure resources are in good maintenance. Staff should ensure that equipment is put away at the end of the PE lessons tidily and correctly.

Pupils are taught the safe methods of lifting, carrying and placing equipment in a manner appropriate to their age, size and strength. Staff teaching lessons will supervise pupils carrying equipment and check that the place, area and any linkage of items are safe for use before pupils begin work.

Gymnastic mats are to be used selectively. Their purpose is to provide comfort and confidence when working on the floor and landing from a height, to encourage changes in direction during sequence work and as a target area for landings. **They are not intended to prevent injury from a fall so their placement for such a purpose is meaningless.**

Transport

Sports fixtures, festivals and tours - Anyone taking groups to off-site sports fixtures, festival or tours follows the guidance provided by the Sports Development Team/organisers of the event. Normal Risk Assessment procedures apply (as per any other trip/visit).

Swimming - The requirements set out in the Education Departments guidance on teaching swimming and participating in the swimming programme are followed by all groups in school. Currently children at St Luke's Primary School take a minibus to Langford Swimming Pool following the guidelines and appropriate ratio.

Wet Weather

Lessons normally outdoors will be moved inside only when there is potential risk to the children's safety, the surfaces are too slippery or the pupil's do not have appropriate footwear and clothing; the weather will prevent effective learning and teaching or there is a potential risk to health.

Risk Education

Through positive, inter-active, experiential and relevant contexts for learning, pupils' awareness of, and competence in, safe practice principles is developed according to their age and abilities. All pupils are taught, in line with their age, ability and aptitude, to progressively understand:

- What is safe?
- What is unsafe?
- How unsafe situations may be made safe?
- If a situation cannot be made safe then the activity must not commence or continue.

Such safety education includes:

- The risk assessment process – identifying hazards, evaluating risk levels, controlling risks the use of space;
- Choosing, carrying, sitting, checking equipment;
- Checking the facility – secure and safe footing, protected lighting, clear work area;
- Progression according to their individual ability, experience, confidence and selecting alternatives;
- Preparation for activity – applying safe exercise principles, thorough warm up;
- The development of techniques, skills and tactical awareness;
- Knowing and applying the rules of a sport – as participant, official or leader;
- A positive attitude, the importance of good behaviour and consideration of others;
- Language – understanding instructions and signs.